

Program Review and Assessment Committee
September Meeting 2017: Thursday, September 14, 1:30 – 3:00 p.m., AD1006
Minutes

Attending: K. Alfrey, P. Altenburger, R. Bentley, K. Black, A. Chase, D. DeMeester, G. Durham, J. Gladden, S. Graunke, E. Grommon, M. Hansen, W. Helling, L. Houser, M. Huffman, S. Hundley, C. Kacius, P. Kinsman, J. Lash, D. LeMay, S. Lowe, P. Morris, J. Motter, H. Mzumara, M. Petrovic, M. Priest, I. Queiro-Tajalli, E. Ramos, A. Rao, P. Rooney, L. Ruch, S. Scott, K. Sheeler, C. Shuck, A. Teemant, M. Urtel, S. Weeden, J. Williams

Guest: J. Williams, Ivy Tech State College

1. Welcome, Review, and Approval of August Minutes
 - a. Weeden called the meeting to order at 1:30 p.m. with a review of the agenda.
 - b. On motion made and seconded, August minutes were unanimously approved as circulated.
 - c. Weeden and Hundley acknowledged S. Scott on her approaching retirement and thanked her for her service to PRAC.

2. Assessment at Ivy Tech and Opportunities for Collaboration
 - a. R. Bentley introduced co-presenter Jake Williams, responsible for institutional research at Ivy Tech.
 - b. Bentley reported that, with over 75,000 headcount enrollment, Ivy Tech is the largest community college in the country. The system graduated more than 14,000 students in 2013-14 and accounts for approximately 35 per cent of IUPUI's incoming transfers each year.
 - c. Williams described the institution's program review process, conducted annually at a system-wide level: every program every year. Since not all programs are offered at all sites, having comparative data is helpful in noting opportunities and challenges.
 - d. The institutional research office uses an online form, with emphasis on quantitative data and some additions requested by the Commission for Higher Education. Local program and department chairs add information about specialized accreditations, faculty and space needs, assessment of learning outcomes, and internship, transfer, and employment opportunities. Results feed into a Qualtrix interactive dashboard for evaluation by local, regional, and system faculty and administrators.

3. IRDS Presentation on Understanding Our Transfer Students
 - a. S. Graunke opened his presentation by emphasizing the importance of transfer students at IUPUI as a proportion of graduates.
 - b. He noted a slight uptick in the number of external transfers for Fall 2017, along with some small differences in characteristics—a bit more diverse, even more likely to plan to work off campus, a slightly larger percentage of students age 25 or older—as compared to new beginners. For the first time, in Fall 2017 more new external transfers were directly or dually admitted to their academic school as opposed to University College. Several of these characteristics are identified as predictors of student persistence and academic performance.

- c. Graunke also pointed PRAC members to additional data sources (URLs are in the accompanying PowerPoint slides). University Institutional Research and Reporting provides a dashboard for the IU System on transfers. For IUPUI, Institutional Research and Decision Support provides three reports of particular interest, including the Point-in-Cycle, Passport, and Transfer Cohort Reports.

4. Announcements

- a. Weeden reminded members that the October 19 PRAC meeting will be a training session on assessment topics, to be held in the University Library Lilly Auditorium. He encouraged members to invite a friend or colleague to attend.
- b. Weeden called on PRAC subcommittee chairs to describe briefly the work of their respective groups, with opportunities for follow-up discussion to follow adjournment.
 - 1) L. Houser explained that the Grants Subcommittee convenes twice a year, typically in October and March, to review proposals for PRAC assessment grants and determine recommendations to PRAC for funding. The work is not onerous and provides an interesting opportunity to become familiar with the assessment work of colleagues across campus.
 - 2) K. Alfrey summarized the work of the PRAC Reports Review Subcommittee as being to review and provide constructive feedback to PRAC colleagues on both assessment work and the clear reporting of it. There are two or three meetings for orientation, norming, and discussion of aggregate feedback to the full committee.
 - 3) M. Hansen reviewed the history of what has come to be called the Advanced Practitioners Subcommittee, which typically meets monthly so that people with major assessment and research roles in their schools can serve as resources for each other.
 - 4) S. Hundley reported for Tom Hahn, who has agreed to chair a new subcommittee on the Record of Experiential and Applied Learning (REAL), which will be the deputizing entity for offices to soundly assess co-curricular student work offered for inclusion in the new record.
- c. Weeden distributed a sign-up sheet, encouraging PRAC members to take advantage of one or more of these opportunities. Those unable to do so following the meeting should feel free to contact him via email so that he can notify subcommittee chairs as early as possible.

5. Adjournment

- a. On a motion made and approved, the meeting adjourned at 2:41 p.m.

PRAC Subcommittee Discussions and Formation



Presentation Designed To...

- Enhance understanding of our IUPUI Indianapolis beginners and transfers
- Provide a progress update on retention and graduation rates
- Display resources for understanding transfer students
- Facilitate dialogue

Importance of Focus on Transfer Students

“In the 2015-16 academic year, 49 percent of all students who completed a bachelor’s degree at a four-year institution had been enrolled at a two-year public institution at some point in the last 10 years.” [Includes 32% of Indiana degree recipients]

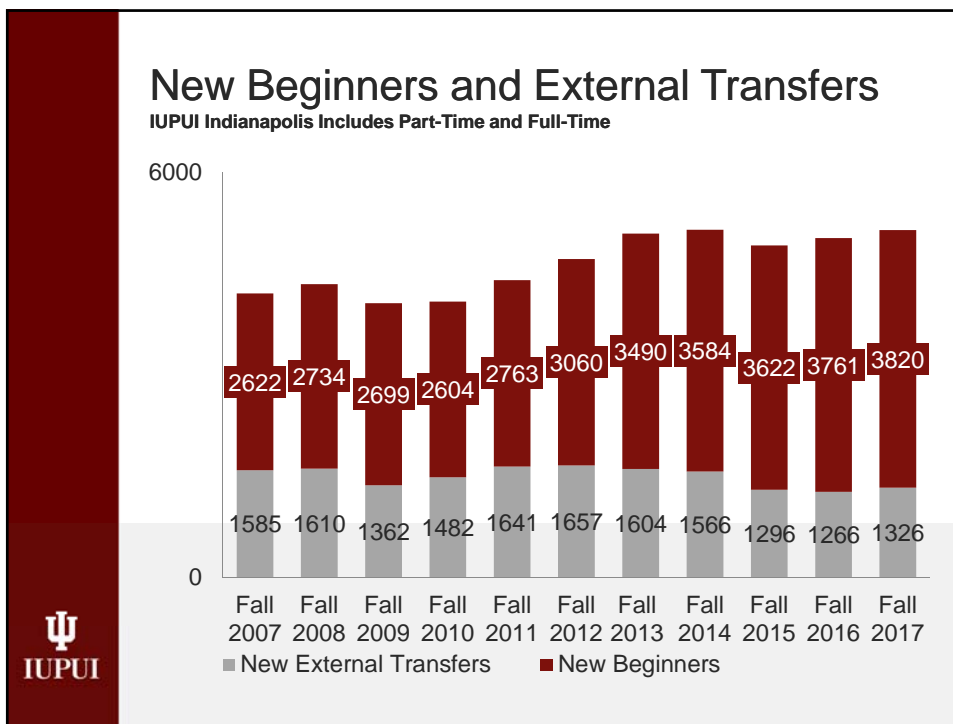
Source: <https://nscresearchcenter.org/wp-content/uploads/SnapshotReport26.pdf>;
National Student Clearinghouse Snapshot Report – Contribution of Two-Year Public Institutions to Bachelor’s Completions at Four-Year Institutions.

“As an urban research institution, IUPUI is deeply committed to the educational success of all students. As part of this commitment, students who transfer to IUPUI will experience coordinated, holistic, and developmentally appropriate support as they transition into and through the university.”

Source: <https://transfer.iupui.edu/about/foundations.html>; IUPUI Transfer Student Philosophy Statement



Context and Information About Our Students





Ψ IUPUI

Transfer Student Admissions

Application, Admission, and Enrollment Counts For New Fall Beginners and External Transfers

		Fall 2015	Fall 2016	Fall 2017
Beginners	Applications	12,851	12,731	10,588
Transfers ^a	Applications	3,000	2,894	3,043
Beginners	Admitted	8,825	9,372	8,379
Transfers ^a	Admitted	1,957	1,922	2,102
Beginners	Enrolled ^b	3,572	3,733	3,808
Transfers ^a	Enrolled ^b	1,210	1,223	1,298

Source: IUPUI Point-In-Cycle (<http://irds.iupui.edu/Enrollment-Management/Point-in-Cycle>)

^a External Transfer includes Second Bachelor's students

^b Enrolled totals derived from Admissions files. These numbers may not match official counts from census.



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Admission and Enrollment Yields For New Fall Beginners and External Transfers at Census

		Census (8/30/2015)	Census (8/29/2016)	Census (8/28/2017)
Beginners	Admission Rate	68.7%	73.6%	79.1%
Transfers ^a	Admission Rate	65.2%	66.4%	69.1%
Beginners	Enrollment Yield ^b	40.5%	39.8%	45.4%
Transfers ^a	Enrollment Yield ^b	61.8%	63.6%	61.8%

Source: IUPUI Point-In-Cycle (<http://irds.iupui.edu/Enrollment-Management/Point-in-Cycle>)

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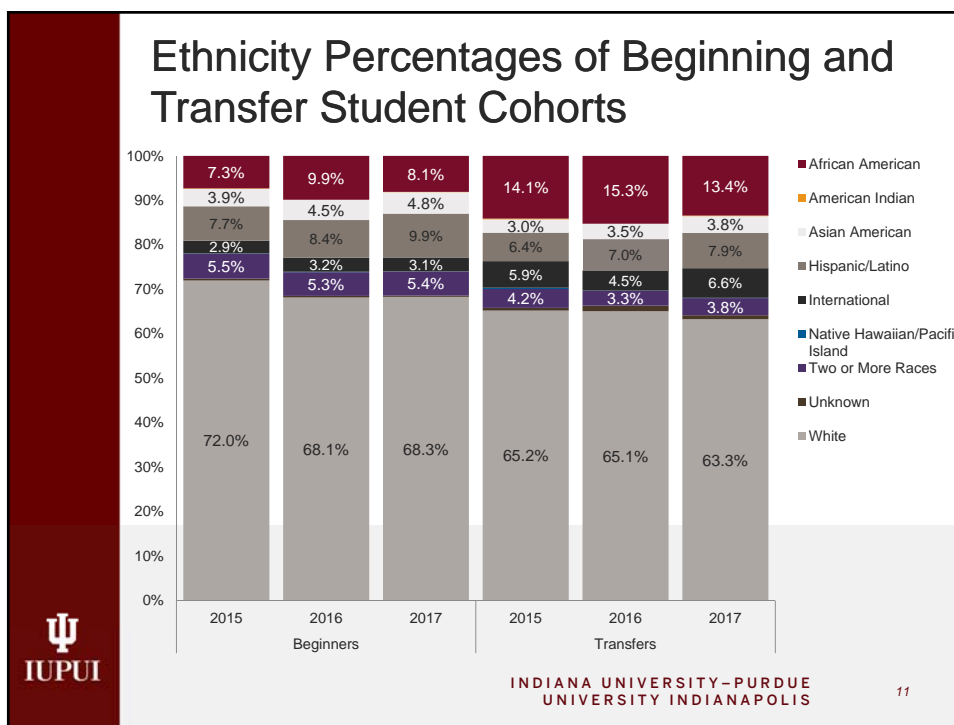


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Transfer Student Characteristics



Top 10 Reasons For Choosing IUPUI New Beginners Fall 2017

1. Availability of specific academic programs (majors)
2. Graduates get good jobs
3. (tie) Career and job opportunities available in Indianapolis after I complete my degree.
4. (tie) Job, career, and internship opportunities available in Indianapolis while attending school
5. Availability of financial aid/scholarship
6. Opportunity for an IU or Purdue Degree
7. Cost
8. IUPUI's reputation
9. Social climate/activities at the college
10. Social opportunities associated with IUPUI located in the city of Indianapolis



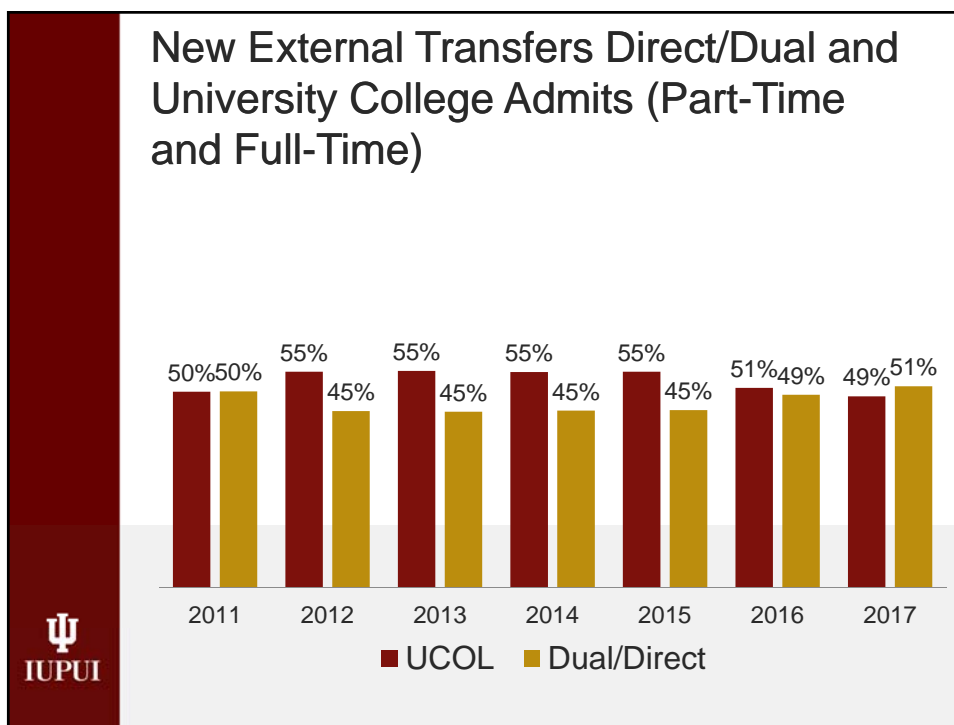
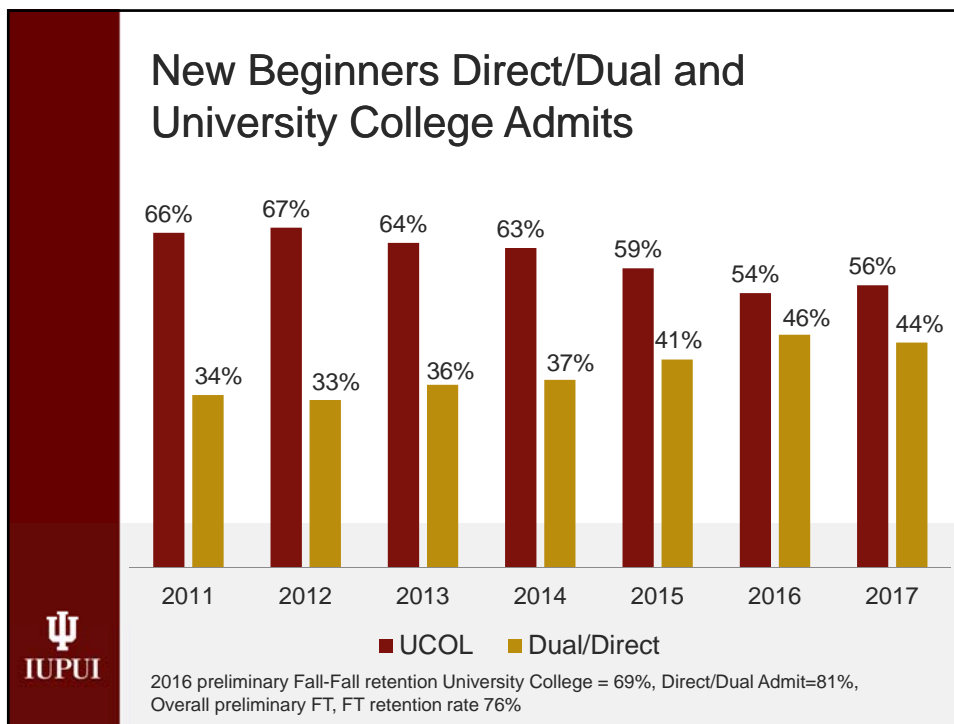
Rank ordered by mean ratings out of 21 items

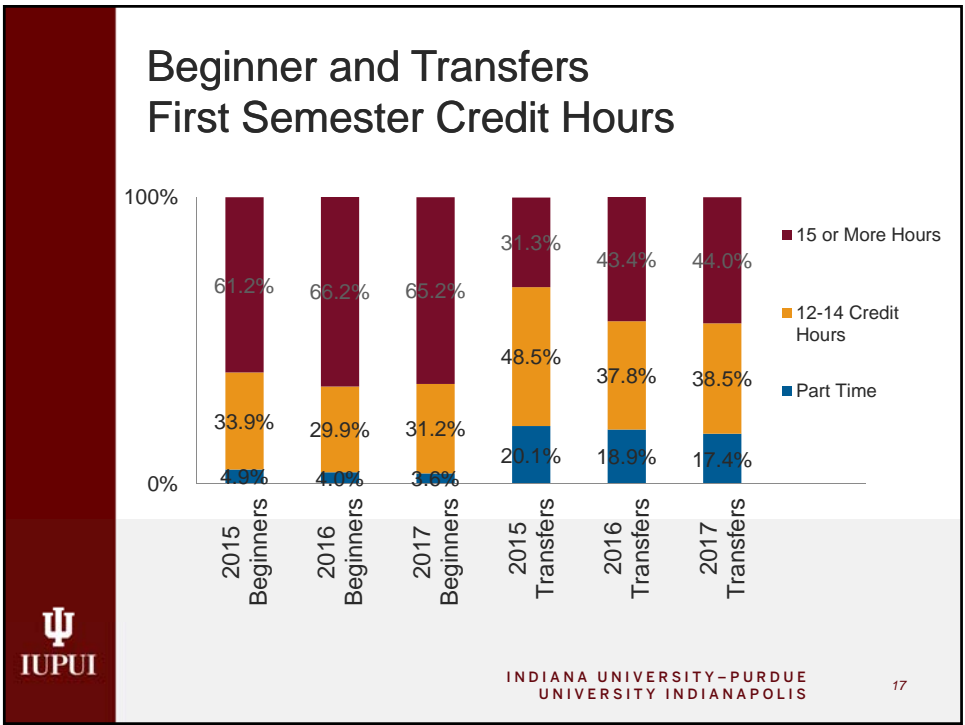
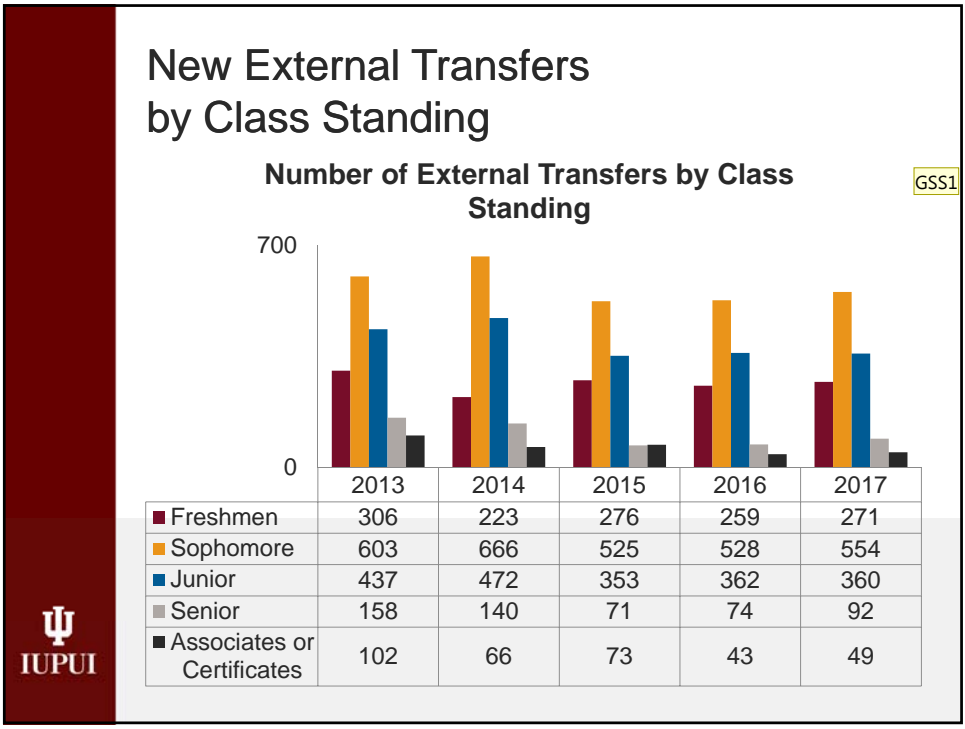
Top 11 Reasons For Choosing IUPUI New External Transfers Fall 2017

1. Opportunity for an IU or Purdue Degree
2. Availability of specific academic programs (majors)
3. Graduates get good jobs
4. (tie) Career and job opportunities available in Indianapolis after I complete my degree.
5. (tie) IUPUI's reputation
6. Job, career, and internship opportunities available in Indianapolis while attending school
7. Availability of financial aid/scholarship
8. Cost
9. Social climate/activities at the college
10. Ability to live at home while attending college
11. Social opportunities associated with IUPUI located in the city of Indianapolis



Rank ordered by mean ratings out of 21 items



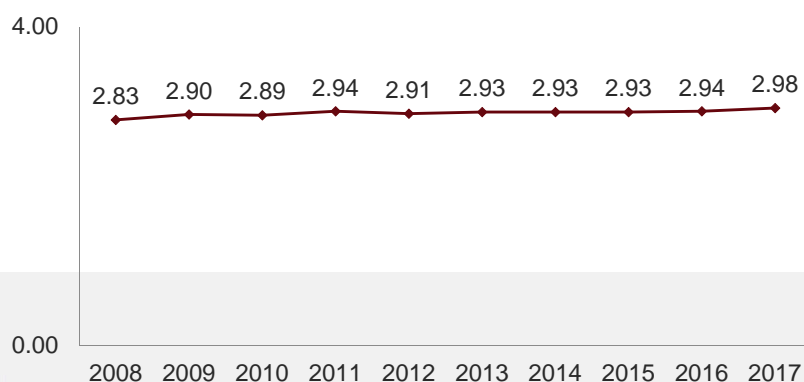


Slide 17

GSS1 Add new category for Associates and Certificates
Graunke, Steven Scott, 9/11/2017

Average Incoming Transfer GPA

82.4%-98.2% of New External Transfers
Submitted Transfer GPAs



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Compared to New Native Students, New Transfer Students were Significantly Different in the Following Ways (2017):

- Higher levels of External Commitments (working off-campus, care for dependents, commuting, taking care of household responsibilities)
- Feel less connected to other IUPUI students
- Less likely to say IUPUI was their first choice of the colleges they were accepted to
- Less likely to feel a sense of Jaguar Pride
- Lower Ability to Seek Out Appropriate Help rating
- Lower Motivation for college work rating
- Lower levels of satisfaction with the amount of financial support (from grants, loans, family members)
- Less interested in HIP's (service learning, research with a professor, internships)
- Less likely to participate in student clubs/groups or events/activities
- Less likely to be satisfied with college life
- Less likely to change major field
- Less likely to change career choice
- More likely to enroll in summer courses
- Less likely to experience feelings of homesickness

***The good news is that there were many similarities with regard to academic ability, self-confidence, physical and emotional health, concerns about financing their education, amount of stress likely to experience in balancing school with family responsibilities

(N=2,216 Native Students; 179 Transfer Students indicated they transferred to IUPUI from another college or university on the Entering Student Survey)



2017 New External Transfers Top Transfer Institutions

Last Post-Secondary School	N	%
Ivy Tech Comm Coll	449	35.0%
Ivy Tech Comm Coll Central Indiana	417	32.6%
Ivy Tech Comm Coll Bloomington	16	1.2%
Ivy Tech Comm Coll Lafayette	16	1.2%
Ball State University	67	5.2%
Purdue Univ West Lafayette	52	4.1%
Indiana St Univ Terre Haute	46	3.6%
Vincennes University	42	3.3%
Univ Indianapolis	34	2.7%
Univ Southern Indiana	33	2.6%
Butler University	16	1.2%

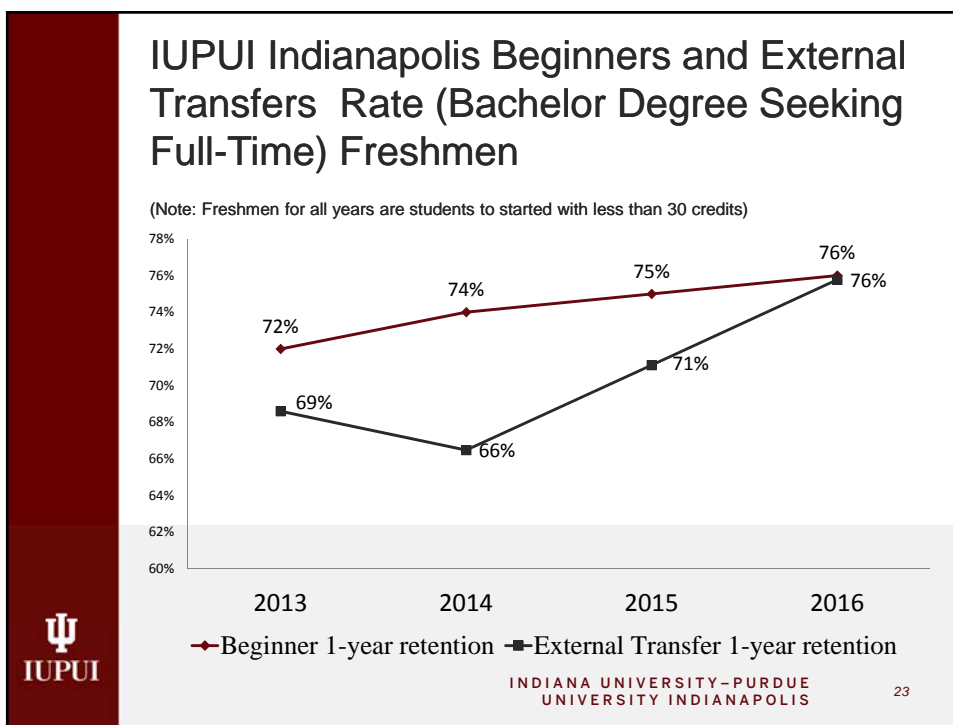
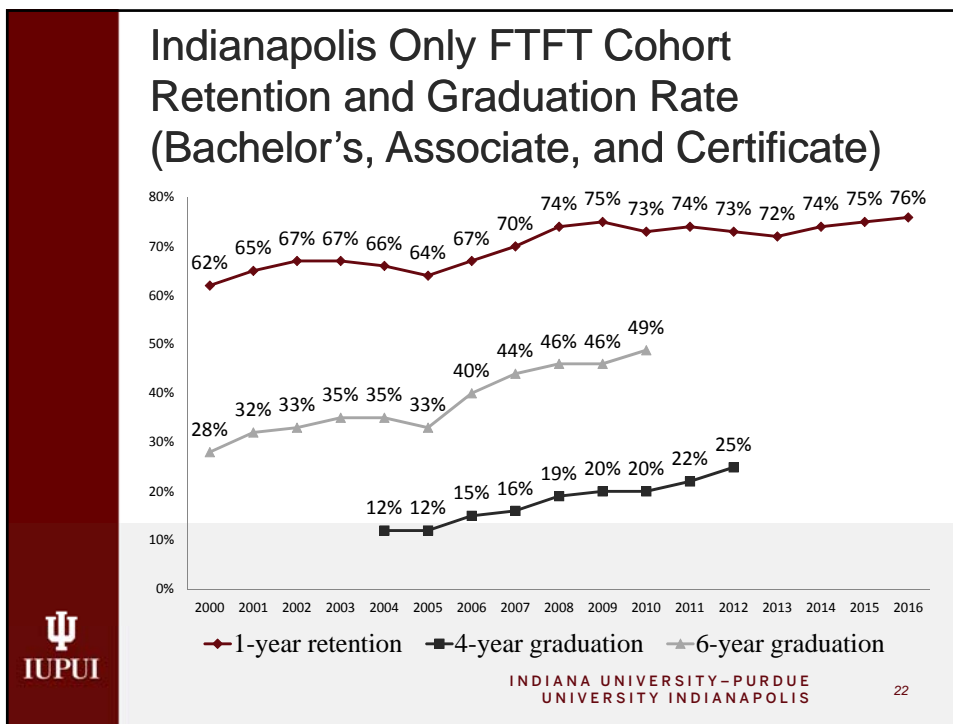


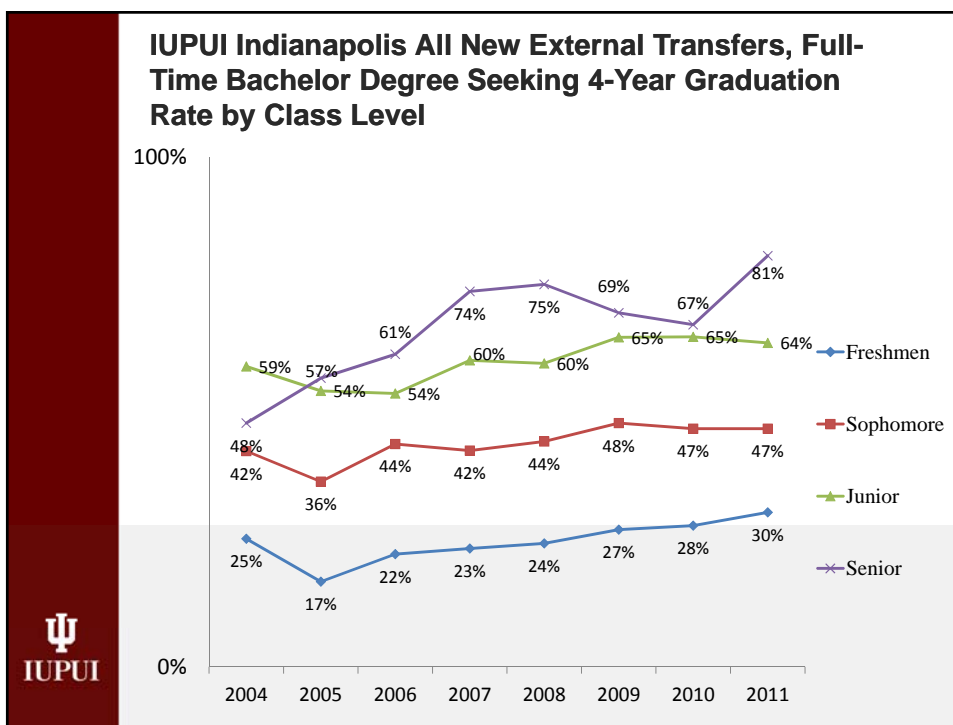
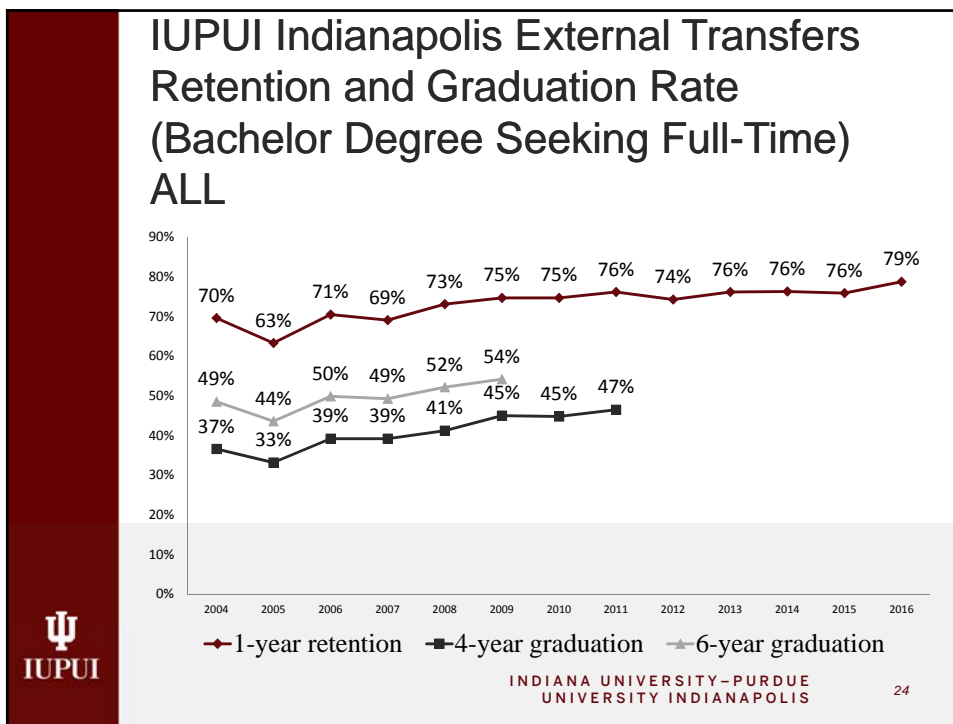
* (Approximately 60-62% of transfers come from these institutions)



PROGRESS ON RETENTION AND GRADUATION RATES

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Institutional and Student Factors Associated with Student Success, Persistence, and Degree Completion

Beginning Students Predictors of Success (Persistence and Academic Performance)

- High Socioeconomic Status (SES) (not Pell Eligible and having low levels of unmet financial need)
- High levels of academic preparation (high school GPA is strong predictor)
- Placing into credit-bearing math at entry
- High rigor and intensity of high school curriculum
- Participating in early interventions (peer mentoring, Summer Bridge, Themed Learning Communities, First-Year Seminars)
- Enrolling in 15 or more credit hours first semester
- Living on campus
- Achieving satisfactory academic performance in first semester
- Gender (female, GPA only)
- Not being First Generation



Transfer Students Predictors of Success (Persistence and Academic Performance)

- Transferring in as a Junior or Senior (based on credits)
- Being directly admitted into a school at entry
- Being an International student
- Being older
- High Socioeconomic Status (SES) (not Pell Eligible)
- Not being First Generation
- High Transfer In GPA
- Enrolling in 15 or more credit hours first semester
- Placing into credit-bearing math at entry
- Achieving satisfactory academic performance in first semester



Data Resources

UIRR Transfer report

University Institutional Research and Reporting Transfer Summary

https://tableau.bi.iu.edu/t/prd/views/uiirr_iuto_transfer_stats/ReadMe?embed=y&:showAppBanner=false&:showShareOptions=true&:display_count=no&:showVizHome=no



IRDS Transfer data

Point-in-Cycle

(<http://irds.iupui.edu/Enrollment-Management/Point-in-Cycle>)

Passport report

(http://passport.iupui.edu/documents/2016_Passport_Report.pdf)

Transfer Cohort Report

(<http://irds.iupui.edu/Institutional-and-Strategic-Planning/IUPUI-Data-Link>)



Transfer dashboard

Preliminary Link

<https://irdsweb.webtest.iu.edu/students/transfer-students.html>



More Information!

Website:

<http://irds.iupui.edu>

